

Washburn University Student Teacher Evaluation: Formal Instructional Observation

Student:	Evaluator:
Classroom Teacher/Cooperative Teacher:	University Supervisor:
Teaching Date:	School:
Lesson Topic:	
Group Size? <input type="checkbox"/> Whole Class <input type="checkbox"/> Small Group	Grade Level: <input type="checkbox"/> Yes <input type="checkbox"/> No
Lesson plan provided? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Performance Ratings: 4=Advanced; 3=Target; 2=Developing; 1=Unsatisfactory; blank=Not Applicable

I. Identified standards and related objectives are observed throughout all major phases of the lesson.

Performance Rating: ☐ 4.0 ☐ 3.5 ☐ 3.0 ☐ 2.5 ☐ 2.0 ☐ 1.5 ☐ 1.0

- | | |
|--|---|
| a. Introduction is connected to the lesson objectives. | h. Demonstrates content area knowledge. |
| b. Introduction actively engages and motivates students. | i. Closure effectively reinforces lesson objectives. |
| c. Introduction makes connection to prior and/or future learning. | j. Objectives are met in a measurable and/or observable way. |
| d. Goals & objective are clearly communicated. | k. Evaluates student achievement using formative assessments. |
| e. Lesson activities help meet objectives. | l. Provides feedback to students |
| f. Lesson focus is consistent. | m. Promotes students' use of self-assessment. |
| g. Lesson plan implementation is observed or adjusted appropriately. | |

Comments:

II. Instructional methods & procedures effectively engage students in learning.

Performance Rating: ☐ 4.0 ☐ 3.5 ☐ 3.0 ☐ 2.5 ☐ 2.0 ☐ 1.5 ☐ 1.0

- | | |
|--|--|
| a. Differentiate instruction to meet needs of all students including those with exceptionalities (different cognitive levels). | d. Engage all students rather than just a few. |
| b. Implements varied strategies throughout lesson (whole brain, multiple intelligences, etc). | e. Lesson pace and flow is appropriate for class |
| c. Students required to use higher level thinking skills (Bloom's Taxonomy). | f. Utilizes effective questioning strategies. |
| | g. Effectively integrates reading strategies. |
| | h. Integrates other content areas into lesson. |

Comments:

III. Classroom Management promotes student learning.

Performance Rating: ☐ 4.0 ☐ 3.5 ☐ 3.0 ☐ 2.5 ☐ 2.0 ☐ 1.5 ☐ 1.0

- | | |
|--|---|
| a. Effectively maintains students' focus on learning. | e. Uses time effectively (student spends minimal time waiting; materials are ready, transitions are smooth, etc). |
| b. Establishes expectations and applies them consistently | f. Organized and prepared to teach |
| c. Proactively addresses off-task behaviors | g. Professional and consistent control of class |
| d. Promotes respectful and productive interaction among students | |

Comments:

IV. Lesson Materials, resources, & technology enhances student learning.

Performance Rating: ☐4.0 ☐3.5 ☐3.0 ☐2.5 ☐2.0 ☐1.5 ☐1.0

- | | |
|---|---|
| a. Integrates a variety of effective materials, resources, and/or technology. | b. Technology is used by students * |
| | c. Technology used by Teacher Candidate * |

Comments: (* Types of technology and materials used and by whom)

V. Professionalism/Disposition

Performance Rating: ☐4.0 ☐3.5 ☐3.0 ☐2.5 ☐2.0 ☐1.5 ☐1.0

- | | |
|---|--|
| a. Attire is appropriate and professional | e. Demonstrates maturity, effective interpersonal skills, and accepts constructive criticism in a positive manner. |
| b. Uses correct grammar & tone (written & verbal) | f. Demonstrates appropriate and engaged classroom presence. |
| c. Uses appropriate nonverbal communication | |
| d. Promotes student safety, development, and welfare (science, PE, etc) | |

Comments:

Additional Comments:

Evaluator's Signature:

Student's Signature:

Date: